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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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Jason Scott, CEO  
Teacher's Pet Publications  
Toll-Free: 800-932-4593  
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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

I Heard the Owl Call My Name

based on the book by  
Margaret Craven

Written by  
Mary B. Collins

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ISBN 978-1-60249-770-2  
Item No. 304717

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## INTRODUCTION - *I Heard The Owl Call My Name*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *I Heard the Owl Call My Name* by Margaret Craven. It includes sixteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel by having a missionary come in to speak to the class about his/her work. Students are also given the materials they will be using during the unit.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After the reading assignments, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students have read the novel and have an understanding of the literal level, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is also a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is for personal opinions: students write their opinions about the assimilation of minority cultures into a dominant culture. The second assignment is to inform: students write a composition in which they state what they will say in their oral reports related to their **research assignment**. The third assignment is to persuade: students write a letter their congressman persuading him/her to either push for or go against the idea that minority cultures should keep their own languages as a predominant language in the areas where they have large populations.

In the **research assignment**, students are divided into three research groups: Group 1 researches Northwestern Indian tribes and cultures, Group 2 researches current affairs relating to Indian tribes, and Group 3 researches animals in Indian cultures.

There is a **nonfiction reading assignment** related to the research project and Writing Assignment 2, mentioned above. During one class period, students also make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice-matching-true/false or short answer. As a convenience, two different tests for each format have been included. In addition there is an Advanced Short Answer Unit Test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **resource sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. The **teacher's manual** has the answer keys for the worksheets, tests, puzzles, etc. The **student packet** has worksheets, tests, puzzles, etc. left blank for students to fill-in. Materials in the student packet may be reproduced for use in the teacher's classroom without infringement of copyrights. Teachers' manuals may not be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *I Heard the Owl Call My Name*

1. Through reading Craven's *I Heard the Owl Call My Name*, students will study the effects of a modern culture on the old ways of the Indians.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study various North American Indian tribes and cultures.
4. Students will discuss the idea of assimilation of minority cultures into a dominant culture.
5. Students will discuss the positive and negative effects of having a multicultural society.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *I Heard the Owl Call My Name* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *I Heard the Owl Call My Name*

Date Assigned	Reading Assignment	Completion Date
	Chapters 1-3	
	Chapters 4-7	
	Chapters 8-11	
	Chapters 12-17	
	Chapters 18-23	

UNIT OUTLINE - *I Heard the Owl Call My Name*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Guest Speaker	PVR 1-3	Study ?s 1-3 PVR 4-7	Study ?s 4-7 PVR 8-11 W. A. #1	Study ?s 8-11 PVR 12-17 Library
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 12-17 PVR 18-23	Study ?s 18-23 Extra Discussion Questions	Vocabulary	Group Work	Writing Assignment #2
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Nonfiction Reports	Nonfiction Reports	Discussion: Multicultural Society	Writing Assignment #3	Review
<b>16</b>				
Test				

Key: P = Preview Study Questions V = Vocabulary Work R = Read



## LESSON ONE

### Objectives

1. To introduce the unit
2. To distribute books and other related materials
3. To help students understand what it means to be a missionary so they can better identify with the main character in the story

### Activity #1

Invite a person who is/was a missionary to come and speak with your class. Have your speaker tell what it is like to be a missionary, tell some of his/her experiences, and explain what things are most important to having a successful mission. Be sure to allow time for questions and answers.

### Activity #2

Distribute the materials for the unit: books, study guides, reading assignment sheets, etc. Explain to students how they should use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The unit and vocabulary resource portions of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

## WRITING ASSIGNMENT #1 - *I Heard the Owl Call My Name*

### PROMPT

To become a part of a group, you need to have something in common with the group. Usually the one trying to join the group begins acting more like the people in the group he/she wishes to join. For example, if you want to be a member of the band, you need to play an instrument. If you want to be a member of the soccer team, you need to know how to play soccer. If you want to be part of the popular group of kids at school, you need to do whatever they do -- and so on.

Mark wanted to fulfill his duties as vicar at Kingcome. In order to do that, he had to have the trust of the Indian people. To get their trust and to be able to do his job, he worked hard at learning the Indian ways and language. He was a minority (white, Anglo) trying to fit in with the dominant (Indian) culture.

The United States has long been known as the "melting pot" -- a place where people of many different heritages blend into one country. People from all over the world gave up their own cultures and languages to make a new nation. French, Germans, Italians, Spanish, Chinese, Africans, Vietnamese, Koreans -- people from almost every nation and culture on Earth have become American citizens over the years.

Each population group has retained pride in its roots; just look at the number of ethnic festivals held around our country each year to see that. Some minority cultures believe they should maintain all of their cultural heritage as well as their own languages. The "white men" understood that the tribes of North American Indians wanted to maintain their own ways of life and have nothing to do with the "white man's" culture; thus, reservations were set up. That was a relatively easy solution at the time it was done. Today, however, there aren't any new lands to or set aside for various ethnic groups who wish to maintain their individualism.

Good or bad, right or wrong, healthy for our country or not, the issues of minority rights are heatedly debated, and the interest in cultural individuality versus the traditional "melting pot" is a growing factor.

Your assignment is to write a composition in which you give your own opinions about some aspect of these kinds of minority/assimilation issues.

### PREWRITING

Stop and think for a minute. Is there any minority culture issue that you have a particular interest in or opinion about? If so, you've found your topic. If not, tell what you think about the whole cultural individuality versus melting pot issue.

Jot down your ideas, your thoughts. Organize your thoughts into some logical sequence.

### DRAFTING

The format for this composition is not very rigid. Just make sure you have an introductory paragraph, that your paragraphs in the body of your composition have and follow topic sentences, and that you have a concluding paragraph to wrap up your thoughts.

### PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.